

W A S H I N G T O N  
**H I G H E R**  
**EDUCATION**  
C O O R D I N A T I N G   B O A R D

**PRELIMINARY BOARD MEETING AGENDA**

*State Investment Board Room*

*2100 Evergreen Park Drive, SW, Olympia 98504*

*February 17, 2004*

*Approximate  
Times*

*Tab*

**8:30 a.m.**      Continental Breakfast and Overview of Meeting Agenda  
*No official business will be conducted.*

**9:00 a.m.**      WELCOME AND INTRODUCTIONS

- Bob Craves, HECB Chair  
*Resolution 04-01*

CONSENT AGENDA ITEMS

**Adoption of January Meeting Minutes**

**1**

**9:30 a.m.**      DIRECTOR'S REPORT

**Status Report - Notification of Intent (new degree programs)**

**2**

**10:00 a.m.**      **2004 Legislative Update**

**3**

Supplemental operating and capital budgets  
2004 strategic master plan resolution  
2004 legislative issues

**11:30 a.m.**      Lunch

*No official business will be conducted at this time.*

**1:00 p.m.**      **Academic Progress Report (SB 5135)**

**4**

- Panel of institutional representatives

- |   |          |
|---|----------|
| <b>Proposed Rules Change - State Need Grant Program</b>                 | <b>6</b> |
| <ul style="list-style-type: none"> <li>• HECB staff briefing</li> </ul> |          |

**3:00 p.m.**      ADJOURNMENT

Date	Location
March 25, Thurs.	State Investment Board, Olympia
April 22, Thurs. <i>(Board Retreat)</i>	TBA
May 20, Thurs.	WSU, Vancouver
July 22, Thurs.	Eastern Washington University, Cheney
Sept. 23, Thurs.	State Investment Board, Olympia
Oct. 21, Thurs.	Seattle Central Community College
Dec. 9, Thurs.	Tacoma Community College

*If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow us sufficient time to make arrangements*



**February 2004**

## **Minutes of January Meeting**

### **HECB Members Present**

Mr. Bob Craves, chair  
Dr. Gay Selby, vice chair & policy chair  
Mr. Miguel Bocanegra  
Mr. Gene Colin  
Ms. Roberta Greene, financial aid chair  
Mr. Jesus Hernandez  
Ms. Ann Ramsay-Jenkins, secretary  
Mr. Herb Simon, fiscal chair  
Dr. Chang Mook Sohn

### **Welcome and introductions**

Chairman Bob Craves introduced Jesús Hernández of Wenatchee as the newest member of the Board, replacing Jerry Lee, who has resigned. Hernández is a financial analyst with Primerica and Director of Programs & Marketing for Community Choice Healthcare Network in Wenatchee. He is a member of the Wenatchee school board, and has worked with the Washington State Migrant Council Employment & Training Program. His term expires in June 2007.

Craves also introduced James E. Sulton, Jr., the HECB's new executive director. Jim Sulton has served as executive director of the New Jersey Commission on Higher Education since 1999, with responsibility for many of the same issues he will address in his new role with the HECB.

Previously, Sulton served as the senior academic officer for the Colorado Commission on Higher Education. He also has worked within the university community, both with the 26-campus University of Wisconsin System, and as an assistant professor at Howard University.

Sulton holds a Ph.D. and a master's degree in international relations from The Johns Hopkins University, and a bachelor's degree in political science from Howard University. He will officially assume the post of HEC Board executive director on Feb. 1.

**League of Education Voters (LEV)**

The League of Education Voters is a non-profit citizen's group that is working to improve student achievement for all students in the state through responsible education policy and adequate state funding. Lisa MacFarlane, founding director of LEV, and George Scarola, higher education liaison, discussed specifics of the league's plan to establish a state Education Trust Fund.

The plan calls for an increase in the state sales tax of one cent per dollar (from 6.5 percent to 7.5 percent). The additional funding would:

- Increase access to higher education (\$250 million per year in the first biennium and \$275 million in subsequent years) through
  - an additional 25,000 enrollments at the 2- and 4-year colleges and universities at competitive peer rates; and
  - an additional 7,000 high-demand enrollments for nursing, engineering and teaching at rates reflecting the true costs of more expensive programs.
- Increase affordability of higher education for students (\$50 million per year) by:
  - extending the Promise Scholarship to the top 20 percent of graduating high school classes at 100 percent of community college tuition fees;
  - fully funding the State Need Grants at 65 percent of Median Family Income; and
  - establishing loan forgiveness programs for high-demand graduates, e.g., K-12 math, science, and special education teachers.
- Invest in programs that support economic development (\$100 million per year in first biennium and \$75 million in subsequent years) to:
  - support faculty, technology and labs for research that will fuel economic growth and job creation; and
  - provide new state matching grant funds that will ensure that the state's universities continue to rank among the leading research institutions in the nation.

The plan also would establish an oversight committee to ensure that funds are spent appropriately; that funds are not used to "supplant" existing funding; and that results are monitored and reported to the public and the Legislature.

Chang Mook Sohn asked if the League had considered other sources for raising funds, other than increasing the sales tax. Scarola responded that league polling and meetings with citizens convinced LEV that voters would not approve an income tax, and that they understand the sales tax and believe it is the fairest approach. MacFarlane added that an income tax may require a constitutional amendment and would likely be challenged in court.

Gay Selby said the most important thing is for the public to be convinced that the money will be spent where they have been told it would be spent.

**Minutes of December 2003 meeting approved as amended**

***ACTION: Gay Selby moved to approve the minutes of the Board's December meeting. Herb Simon seconded the motion. Roberta Greene asked that line 3 on page 7 of the Dec. 15 minutes be amended to read, "... the Legislature retained tuition-setting authority for undergraduate students for six years." The Board unanimously passed the minutes as amended.***

**Director's report**Legislative concurrent resolution on the 2004 interim strategic master plan

Ruta Fanning reported that the Legislature had drafted a concurrent resolution to adopt/recommend changes or additions to the HECB's 2004 interim strategic master plan. Craves asked the Board to endorse the concurrent resolution, as it effectively summarizes the HECB's strategic master plan.

***ACTION: Gay Selby moved to endorse the Legislature's concurrent resolution on the interim strategic master plan, with a second from Herb Simon. The motion passed with two nay votes from Greene and Bocanegra who expressed opposition to the plan's recommendation that colleges be allowed to set tuition rates for all students.***

Unserved students in the State Need Grant program (SNG)

As chair of the Board's Financial Aid Committee, Greene reported that nearly 6,000 students who are eligible for the State Need Grant are unserved due to a lack of funds. Recognizing the state's economic situation, the HECB did not ask the Legislature for supplemental funds for these students; however, the Board urges the Legislature to consider increases to the SNG so that these students may be served.

HECB role and responsibilities

Sen. Carlson has filed SB 6129, which would change the membership of the Board to include and/or replace a number of its citizen members with representatives from the institutions, as well as OSPI, SBCTC, and WTECB.

HB 2111 – performance contracts

The Governor plans to submit a bill that would establish a performance contracts pilot project involving one research university, one regional university, and two community and technical colleges. Performance contracts with the participating colleges would be developed by the Governor's office, with assistance from the HECB.

### National Collaborative on Higher Education

The National Collaborative plans to conduct several meetings throughout the state, organized around economic cluster areas. The Board will continue to be updated on these activities.

### **Legislative agenda**

Bruce Botka, director of government relations and policy, presented a summary of higher education issues that will be considered during the 60-day regular session, including:

- **Supplemental budgets**

The Legislature is expected to revise the budgets enacted last spring. The Governor's budget places a priority on higher education.

- **Affirmative action in higher education**

In view of a recent Supreme Court decision, the Governor will be sponsoring a bill that would grant colleges and universities some flexibility in considering race and ethnicity for college admissions and transfer. The HECB is statutorily responsible for tracking minority participation in the state's colleges and universities.

- **Membership on the HECB**

Sen. Carlson will be proposing an amendment to his bill that would add one representative each from the regional and research universities.

Craves commented that this proposal would change the "citizen volunteer" nature of the HECB. Bocanegra said it's important that different perspectives have a voice on the Board, and that he believes faculty should be represented as well. Jim Sulton said his own bias is in favor of a lay board. If the reason for changing the Board's membership is a perceived lack of interaction with the institutions and other stakeholders, the solution being proposed may not be the right answer, he said. As executive director, he will make it his responsibility to reach out and communicate with various groups and individuals.

### **State Need Grant update**

Becki Collins, HECB director of education services, and John Klacik, associate director of student financial aid, presented a summary of the State Need Grant program's expenditures and activities, including the 2002-03 year-end reconciled disbursements. In 2002-03, the program distributed \$104.5 million to about 53,000 students. About 6,000 students who were eligible for the grant did not receive help due to lack of funds.

For 2003-04, it is estimated that \$114.2 million will be distributed to about 53,500 students. As in the previous biennium, some eligible students may not be served due to insufficient funds.

**State Need Grant work group recommendations**

Over the past several months, HECB staff have been meeting with a group of financial aid administrators and other higher education stakeholders to review and discuss SNG policy and program issues. Staff presented the result of these discussions to the Board's Financial Aid Committee, including recommendations that will require Board action and several issues for further study.

Financial Aid Committee chair Greene summarized the group's recommendations and the committee's decision on each recommendation:

**Recommendation 1:**

Seek a regulatory change to allow aid administrators, on a case-by-case basis, to award the SNG to students pursuing a second associate degree within five years of earning their first associate degree.

**Committee decision:**

Defer any changes until such time that the request can be considered as part of the HECB budget cycle discussion.

**Recommendation 2:**

Change program rules to allow a student's State Need Grant to exceed the amount that the student paid in tuition, provided the grant amount does not exceed tuition by more than \$50.

**Committee decision:**

Direct staff to pursue program rules changes to allow the SNG to exceed tuition by up to \$50; to annually monitor the issue to assess its impact; and to limit the rules changes to a 2-year time period.

***ACTION: Roberta Greene made a motion to endorse the Financial Aid Committee's recommendations, with a second from Bob Craves. The motion was unanimously carried.***

Issues for further study include:

- Students attending community and technical colleges less than half time for basic skills and job training;
- Grant amounts for non-state supported private career colleges;
- Allocating funds over 12 months, rather than 9 months.

**Governor's supplemental budget proposal**

Doug Vaughn from the Office of Financial Management presented the Governor's supplemental budget, which proposes an increase in higher education enrollment by 5,200 full-time students. The proposal includes funding for 2,727 students in high-demand fields and would increase grant award levels for Promise Scholarship recipients to 80 percent of the cost of community college tuition. The Governor's budget also would provide state research and development funding to attract/retain federal grants at state research universities.

On the capital side, the Governor proposes adding \$168 million to the biennial budget, with \$98.3 earmarked for higher education. This amount includes \$89.2 from the Gardner/Evans bond account.

**Competitiveness Council recommendations**

Debra Merle and Doug Vaughn summarized the higher education recommendations of the Competitiveness Council, a panel of business and political leaders convened by Gov. Locke to look at ways for the state to best compete in the global economy.

Two major higher education issues:

1. Increase access to colleges and universities sufficient to cover current over-enrollment, as well as projected demographic increases.
2. Secure funding that is sufficient to meet access, quality, workforce training, and competitive goals.

The Competitiveness Council plans to reconvene annually to evaluate progress, assess the state's business climate, and consider revisions to their recommendations.

**The meeting was adjourned** at 4:15 p.m.



February 2004

## **Status Report – Notification of Intent**

### **INTRODUCTION**

In January 2001, the Higher Education Coordinating Board (HECB) adopted revised *Guidelines for Program Planning, Approval and Review* to expedite and improve the process. One of the major changes in the *Guidelines* is a streamlined program review and approval process for institutions that would like to offer existing degree programs at a branch campus, at a new off-campus location, via distance learning technologies, or through a combination of delivery methods.

Institutions submit a Notification of Intent (NOI) in electronic format to the HECB at least 45 days prior to the proposed start date of the program. The NOI includes the following information:

- Name of institution
- Degree title
- Delivery mechanism
- Location
- Implementation date
- Substantive statement of need
- Source of funding
- Year 1 and full enrollment targets (FTE and headcount)

HECB staff members post the institution's NOI on the HECB Web site within five business days of receipt. Staff then notify the provosts of the other public four-year institutions, the Independent Colleges of Washington, the Inter-institutional Committee on Academic Program Planning, and the Council of Presidents. The other public four-year institutions and HECB staff have 30 days to review and comment on the NOI via an email link on the HECB Web site.

If there are no objections, the HECB Executive Director approves the request. If there is controversy, the HECB uses its dispute resolution process.

## STATUS REPORT

From September 25, 2003 through February 17, 2004, the HECB Interim Executive Director has approved the following existing degree programs in accordance with the NOI process.

<b>Institution</b>	<b>Degree Title</b>	<b>Location</b>	<b>Enrollment</b>	<b>Approval Date</b>
<b>WSU</b>	BA in English	WSU Tri-Cities	30	December 22, 2003
<b>WSU</b>	BA in History	WSU Tri-Cities	20	December 22, 2003
<b>WSU</b>	BS in Psychology	WSU Tri-Cities	40	December 22, 2003



**February 2004**

## **2004 Legislative Update**

This item will be available at the meeting on Feb. 17.

**February 2004**

## **Student Academic Progress (SB 5135)**

### **Background**

- In 2003, the Legislature passed and the Governor signed into law SB 5135, a bill dealing with student academic progress.
- Concern was expressed about the increasing number of years it takes to complete a baccalaureate degree and “lingering students.”
- Concern was also expressed about state costs to educate undergraduates and the capacity needed to accommodate additional students.
- The law directed each public baccalaureate institution and the State Board for Community and Technical Colleges (SBCTC) to develop policies to ensure that enrolled undergraduates complete degree and certificate programs in a timely manner.
- These policies are to address students who:
  - accumulate more than 125 percent of the credits necessary to graduate;
  - drop more than 25 percent of their class load during a term; and
  - are on academic probation for longer than one term.

### **Reports**

- The law directed each baccalaureate institution and the SBCTC to report to the Higher Education Coordinating Board (HECB) by January 30, 2004 on the following:
  - Policies adopted that ensure undergraduate students enrolled in degree or certificate programs complete their programs in a timely manner.
  - Baseline data on the following: 1) number of students who accumulate more than 125 percent of credits needed to graduate; 2) number of students who drop more than 25 percent of their course credits; and 3) number of students who remain on academic probation for more than one quarter or semester.
  - Policies and actions taken to eliminate barriers to timely completion of degree programs and to address course scheduling issues.

- The HECB was charged with summarizing the reports and reporting to the higher education committees by March 1, 2004.
  - The HECB report is to contain recommendations for additional legislative action, including whether increased tuition should be uniformly charged to students as an additional incentive for timely completion of degree and certificate programs.

### **HECB Activities and Timelines**

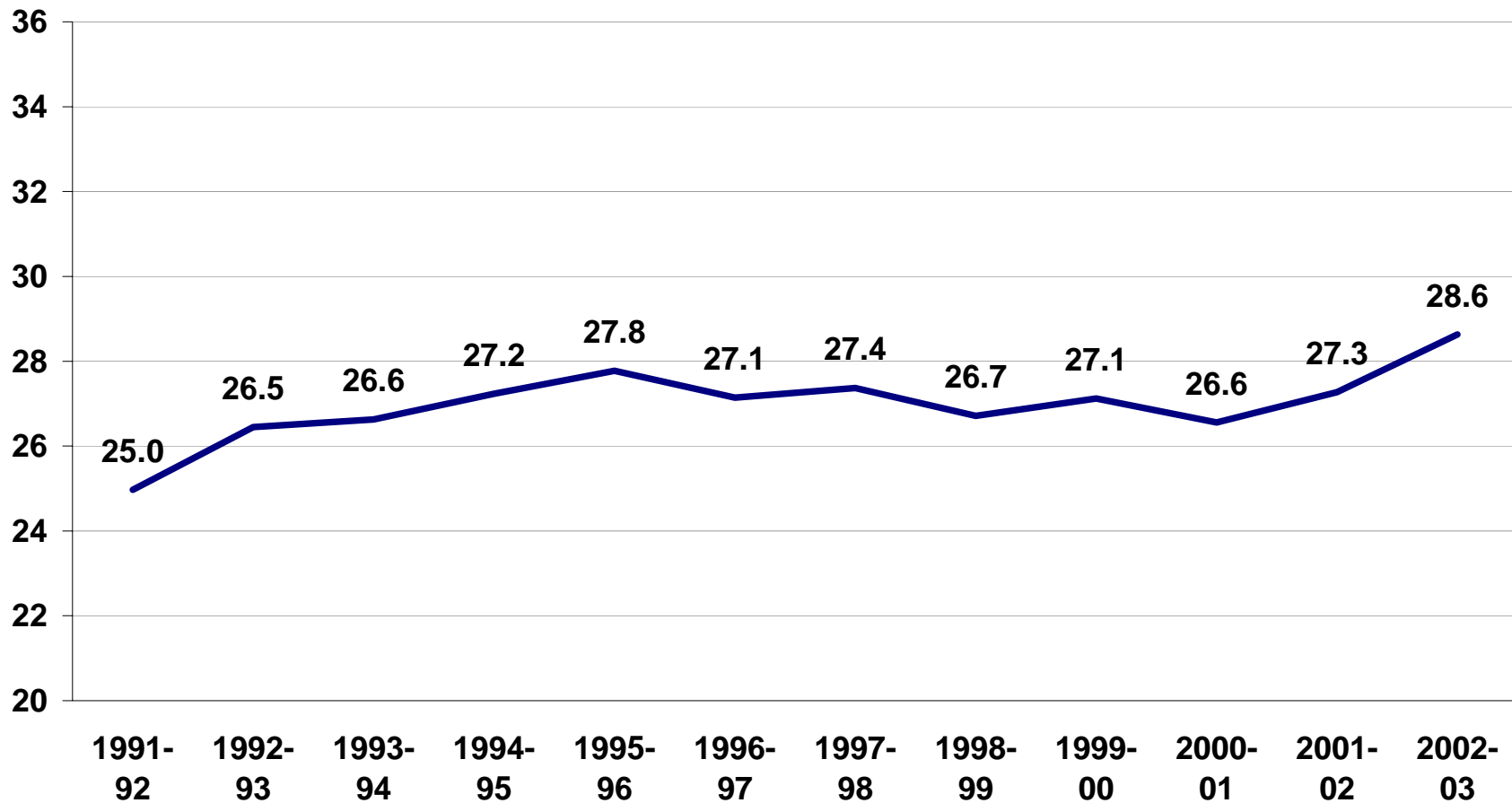
- The Policy Committee was briefed on SB 5135 on January 27, 2004.
- The institutions submitted reports to the HECB prior to January 30<sup>th</sup>.
- The summary data and reports are to be presented to the Board on February 17<sup>th</sup>.
- The HECB will transmit the institutions' reports, along with a cover memo summarizing the reports, to the higher education committees by March 1, 2004.
- The Policy Committee will discuss recommendations for further legislative action at a meeting prior to the Board's meeting on March 25<sup>th</sup>.
- The HECB will discuss and adopt recommendations regarding student academic progress at its March 25<sup>th</sup> meeting.

### **Relation to Interim Strategic Master Plan**

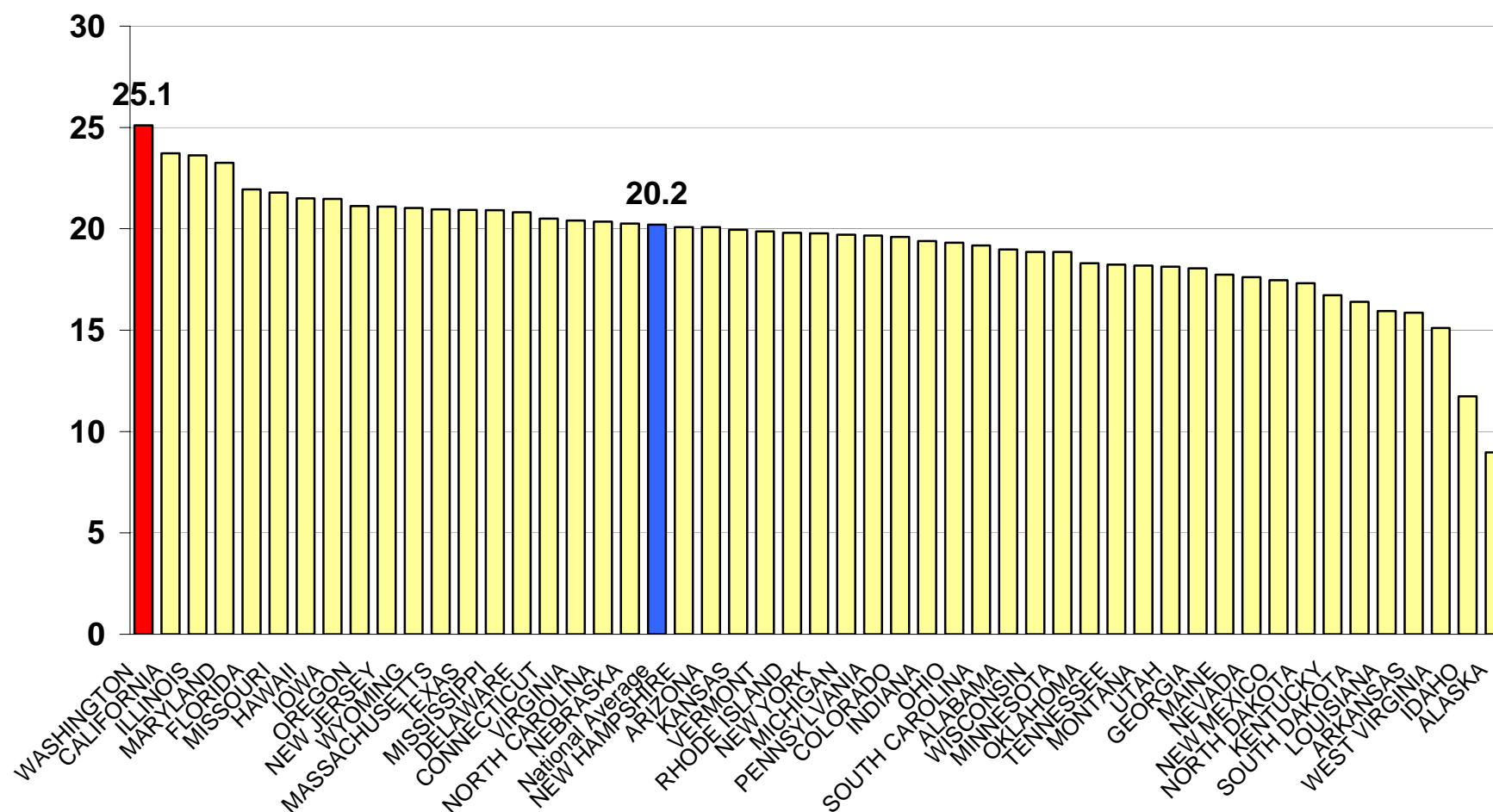
- The Board adopted a goal in the 2004 Interim Strategic Master Plan of increasing the number of opportunities for students to earn degrees. By 2010:
  - The number of students who earn associate's degrees will increase by 3,500 to reach 23,500 per year;
  - The number of students who earn bachelor's degrees will increase by 5,500 to reach 30,000 per year; and
  - The number of students who earn graduate and professional degrees will increase by 2,000 to reach 11,500 per year.
- A strategy to achieve the goal of increasing the number of degrees earned is to increase enrollments (Strategy A). The exact number of enrollments is dependent on many factors, including:
  - The split of degrees being earned in public and private institutions. (In 2002-03, 76 percent of bachelor's degrees were earned at public institutions and 24 percent were earned at private institutions. Based on this ratio, the public institutions would need to increase the number of bachelor's degrees earned by 4,165 by 2010 – 76 percent of 5,500 is 4,165.)

- The ratio between the number of degrees earned at an institution and the number of students at the institution. (In 2001-02, there were 27.3 bachelor's degrees earned per 100 budgeted FTE undergraduate enrollments at the public baccalaureate institutions. Achieving an increase of 4,165 degrees would require an additional 15,300 FTE undergraduate enrollments by 2010).
- The Board's interim strategic master plan contains a strategy (Strategy B) to "improve educational efficiency to make the most of limited state resources." Key elements of this strategy include reducing the number of students who graduate with excess credits and working with the institutions to identify other efficiencies. These efficiencies would increase the number of degrees earned per enrollment, thus lowering the needed increase in total enrollments necessary to meet the degree goals.

**Bachelor's degrees earned per 100 budgeted FTE undergraduate  
enrollments (freshmen through seniors)  
Total all public baccalaureate institutions**



**Bachelor's degrees per 100 FTE undergraduates  
Public and private baccalaureate institutions  
2000-01**







**February 2004**

## **Minimum College Admission Standards Review**

### **Background**

The Higher Education Coordinating Board (HECB) has statutory responsibility for establishing minimum college admission standards for four-year public colleges and universities. The current minimum admission standards were created in 1987 – with an implementation date of fall 1992 – and have not been significantly reviewed or revised for more than 10 years. The standards pre-date Running Start and other dual-credit programs, as well as K-12 education reform.

The 2004 Interim Strategic Master Plan calls for improving K-12/higher education linkages as a way of promoting student success in college. One of the most significant linkages is the relationship between a rigorous high school curriculum and student success in college. A rigorous course load increases the likelihood that high school students will go to college and complete a baccalaureate degree, and also reduces the need for remediation once the student has enrolled in college.

Because college admission standards play an important role in increasing the number of K-12 students who complete a rigorous high school curriculum, the strategic master plan includes a strategy for revising minimum college admission standards.

### **HECB review of current minimum admission standards**

The HECB has directed staff to undertake a comprehensive review of current admission standards, and to gather feedback from as many stakeholders as possible. Staff are scheduled to meet with about 20 education organizations over the next three months. Attached to this document are the work plan, a questionnaire that will be used to gather feedback, and a PowerPoint presentation.

The review of current admission standards is intended to determine whether or not these standards are sufficient as they are, whether changes could help reduce the need for recent high school graduates to take remedial classes at college, and whether college admission standards should be linked to specific components of K-12 education reform – such as the Washington Assessment of Student Learning (WASL) or Certificate of Mastery (COM).

## 2004 Work Plan

### Minimum College Admission Standards Review

	<b>January to April</b>	
<b>Solicit feedback from stakeholders</b>	<ul style="list-style-type: none"> <li>• Meet with education associations: January-April</li> <li>• Meet with state agency, Governor education analysts, education committee members or staff: February-April</li> <li>• Meet with WA roundtable/business interests: February-March</li> <li>• Meet with parents, students, and counselors across the state in a series of open houses: April</li> <li>• Submit PowerPoint and questionnaire to WA Council list serve (and others as identified): February</li> </ul>	
	<b>March to May</b>	
<b>Report on stakeholder feedback</b>	<ul style="list-style-type: none"> <li>• Compile stakeholder feedback into report: March-April</li> <li>• Circulate for review and comment: April-May</li> </ul>	
	<b>May to September</b>	
<b>HECB hearings/adoption of revisions (if any)</b>	<ul style="list-style-type: none"> <li>• HECB draft recommendations and work session: May 20</li> <li>• HECB adopts revised standards: September 23</li> </ul>	
	<b>March to June</b>	<b>September to End of the Year</b>
<b>Communicate revisions</b>	<ul style="list-style-type: none"> <li>• Develop communication and implementation plan: March</li> <li>• Circulate draft recommendations: June</li> </ul>	<ul style="list-style-type: none"> <li>• Attend meetings/conferences/workshops</li> <li>• Post revisions to web/list serves</li> <li>• Send out letter to all school districts</li> <li>• Begin work on admissions policy manual for later distribution</li> </ul>

For more information, please contact:  
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**Review of State Minimum College Admission Standards**  
**Interview Questionnaire**  
*Winter 2004*

**Regular Freshman Admissions**

**I. Role of Minimum College Admission Standards**

Do we need minimum college admission standards, or should we rely solely on institutional admission standards?

**II. Current Minimum College Admission Standards**

If we continue to require minimum admission standards, should they be changed?

***A. College Preparatory Curriculum***

Are current core course requirements sufficient? Why or why not? How should they be changed, if at all?

***B. Grade Point Average (GPA)***

Should a minimum GPA be maintained? Why or why not? How should it be changed, if at all?

***C. SAT/ACT***

Should the ACT or SAT college admission test be retained? Why or why not?

***D. Admissions Index***

Should the Admissions Index be retained? Why or why not?

***E. Other Standards***

Are there other state minimum requirements you would like to see added?

***F. Admissions Process***

Should college admissions be based on automatic formula, comprehensive review, or some combination of the two?

**III. Relationship between State Minimum College Admission Standards and Other Requirements**

***A. Institution Admission Requirements***

Should the six public four-year colleges and universities continue to set admission standards that exceed state minimum requirements? Why or why not?

***B. High School Graduation Requirements***

Should minimum high school graduation requirements and minimum state college admission requirements be the same? Why or why not? (If they should be the same, should the high school graduation standards be raised or should the minimum state college admission standards be lowered?)

Should the Certificate of Mastery be a state minimum college admissions requirement for students graduating from public high schools? Why or why not?

Should the 10<sup>th</sup> grade WASL be used for minimum college admission purposes? Why or why not? If it should be used, how do you recommend using it? (Examples: Should specific scores be used? Should passage of all sections of the WASL be required? Should the WASL be used in lieu of certain core course requirements? Should the WASL be used as an option to the ACT or SAT? Are there other ways to use it?)

***C. Other K-16 Issues***

Do you have any other ideas for strengthening the linkage between K-12 and higher education through college admission standards?

What other changes to the minimum requirements, if any, do you think would help to reduce remediation?

**Alternative Freshman Admissions**

Should the 15 percent alternative admission standard be retained? Why or why not?

**Other Comments**

## Information about You

Your name \_\_\_\_\_

Name of your organization \_\_\_\_\_

Address \_\_\_\_\_

Telephone number \_\_\_\_\_

Email address \_\_\_\_\_

Do the responses on this form represent:

Your organization's position? \_\_\_\_\_ Your personal ideas? \_\_\_\_\_

Date \_\_\_\_\_

*Note: Responses to the interview questionnaire will be compiled and submitted to the HECB and may be published as a "report."*

## Thank you for completing our questionnaire

Please send your completed questionnaire no later than March 26<sup>th</sup> to:

Robin R Rettew  
Higher Education Coordinating Board  
917 Lakeridge Way SW / PO Box 43430  
Olympia, WA 98504-3430  
Phone: 360.753.7816  
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# Review of Minimum Admission Standards for Public Four-Year Colleges and Universities



Winter 2004

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# Purpose of Review

Review and revise, if necessary, the minimum state requirements for freshman admission to Washington's public four-year colleges and universities.

Why?

- Promote student success in college
- Reduce the need for remediation
- Reinforce K-12 education reform



# Role of Higher Education Coordinating Board (HECB)

- **State Statute**

HECB is charged with establishing minimum college admission standards for public four-year colleges and universities (RCW 28B.80.350).

- **2004 Interim Strategic Master Plan**

Key strategy: Improve K-12/higher education linkages to promote student success in college (revise current minimum college admission requirements).

# Purpose of Presentation

## **Review**

- I. Role of minimum college admission standards.
- II. Current minimum college admission standards, including the pros and cons.
- III. Relationship between state minimum college admission standards and 1) institution admission requirements, and 2) high school graduation requirements.

## **Solicit Your Feedback**

# Process and Timeline

- HECB will solicit stakeholder feedback through interviews, a questionnaire, and open houses.
- HECB will consider feedback and determine if revisions are necessary.
- HECB will strive to adopt any revisions by September 2004. Revisions would likely take effect for students who enroll as high school freshmen in fall 2005.

# I. Role of Minimum College Admission Standards

- Establish what students must know in order to be *eligible* to attend a four-year college.
- Signal to high school students, parents, and administrators what courses and assessments are needed to prepare students for college.
- Provide direction to four-year public colleges and universities and reinforce state goals and policies.

## II. Current Minimum Admission Standards

### **Regular Freshman Admission\***

- Complete a college preparatory curriculum
- Earn a grade point average (GPA) of 2.0 or higher on all courses
- Take a standardized college admission test (SAT or ACT)
- Achieve a minimum score on the Admissions Index

\* Each public four-year institution may admit up to 15% of freshmen who fall outside the minimum standards (Alternative Freshman Admission).

## II. Current Minimum Admission Standards: College Preparatory Curriculum

### **Required High School Core Courses**

4 years	English (3 years in classes with emphasis on reading and writing, 1 year of elective)
3 years	Mathematics (through Algebra 2)
3 years	Social Studies
2 years	Foreign Language
2 years	Science (1 year of lab science)*
1 year	Fine, Visual, or Performing Arts/Core Course Elective

\*Two lab sciences will be required for students applying to college in fall 2010.

## II. Current Minimum Admission Standards: College Preparatory Curriculum

### **Pros**

- A rigorous high school course of study is the strongest predictor of student success in college.
- Core course requirements are broad, not prescriptive, so local school districts have flexibility and autonomy.
- Applied course equivalencies are allowed in place of more traditional academic courses.

## II. Current Minimum Admission Standards: College Preparatory Curriculum

### **Cons**

- Students who do not take courses in math and foreign languages in their junior/senior years often must enroll in remedial courses in college.
- Core courses do not necessarily cover the subject content expected by colleges (as assessed by college placement tests).
- Core course titles and Carnegie units do not necessarily relate to mastery of learning standards.



## II. Current Minimum Admission Standards: Grade Point Average

### **Minimum GPA**

- Students must earn a grade point average of 2.0 or higher on all high school classes (core and elective classes in grades 9-12).

## II. Current Minimum Admission Standards: Grade Point Average

### **Pros**

- GPA is based on four years of classes so grading anomalies are smoothed out over time.
- GPA is classroom-based. Teachers know student capabilities best.
- GPA provides a good counterpoint to SAT/ACT scores. (For example, a student may have a high GPA but low test scores.)

## II. Current Minimum Admission Standards: Grade Point Average

### **Cons**

- Including all classes in the GPA may encourage students to take less rigorous classes.
- Uneven grading practices across school districts may disadvantage some students. (For example, some school districts do not give D's or F's, some give A's freely, and some don't use grades.)
- A GPA of 2.0 may be too low and may discourage student effort.

## II. Current Minimum Admission Standards: SAT/ACT

### **Standardized College Admission Test**

- Students must submit their scores from either the SAT or ACT. There is no state minimum score.

## II. Current Minimum Admission Standards: SAT/ACT

### **Pros**

- SAT/ACT predicts student success in the first year of college as well as GPA.
- SAT/ACT allows colleges to objectively compare students from different schools (in Washington and nationally).
- SAT/ACT is cost-effective. (States do not have to develop or evaluate the tests.)

## II. Current Minimum Admission Standards: SAT/ACT

### **Cons**

- Many high school students do not take the SAT or ACT.
- SAT/ACT may compete with the WASL for student attention (test overload).
- SAT/ACT is not based on state-adopted K-12 learning standards (EALRs).

## II. Current Minimum Admission Standards: Admissions Index

**Admissions Index (AI)** is a separate score created by combining a student's high school GPA and SAT/ACT scores. (The GPA is weighted more heavily than test scores.)

- Students must achieve a minimum score to be eligible for a comprehensive college/university\* and a higher minimum score to be eligible for a research university.^

\* Includes CWU, EWU, TESC, WWU.

^ Includes UW and WSU.

## II. Current Minimum Admission Standards: Admissions Index

### **Pros**

- AI is a strong predictor of student success in the first year of college.
- AI provides a mechanistic approach to sorting student applications (no personal bias).
- AI helps students know whether they are ready to handle first-year college work.



## II. Current Minimum Admission Standards: Admissions Index

### Cons

- AI may create the misperception that achieving the minimum or average AI will guarantee admission to a particular college.
- AI may be used to sort students “mechanistically” rather than looking at whole person.
- AI may encourage students to take easier courses to boost their GPAs and AI scores.

# III. State College Admission Standards and Other Requirements

State minimum college admission standards differ from other requirements:

- Institution admission standards
- High school graduation requirements

Key Question: Should these standards/requirements be the same or aligned in some way?

### III. State College Admission Standards and Institution Admission Requirements

Each four-year public college and university may set admission requirements that exceed the state minimum standards.

#### Examples of other requirements

- Higher Admissions Index
- Additional course requirements
- Higher GPA
- Essays
- Letters of reference

### III. State College Admission Standards and Institution Admission Requirements

#### **Pros**

- Institutions have greater autonomy to align their admissions requirements and processes with their overall mission.
- Institutional flexibility fosters competition between colleges and among students.

### III. State College Admission Standards and Institution Admission Requirements

#### **Cons**

- Students may be confused by the differences between state minimum standards and institution admission requirements.
- College-specific interests may be advanced over statewide interests. (For example, colleges may not want to accept applied/vocational courses. However, state laws say they must as long as the academic and vocational courses are “equivalent.”)

### III. State College Admission Standards and High School Graduation Requirements

- All Washington public high schools are required by law to provide students with the opportunity to meet minimum standards for admission to a four-year college or university.
- Although K-12 education has authority for setting standards in secondary schools, higher education has a strong influence.

## A Comparison of Minimum State Requirements for High School Graduation and Freshman Admission to College

	<b>Minimum High School Graduation Requirements</b> (effective July 2004)	<b>Minimum Public Four-Year College Admission Requirements</b>
English	3 credits	4 years (3 core, 1 elective)
Math	2 credits	3 years (through Algebra 2)
Social Studies	2.5 credits (U.S. history and government, contemporary world history, geography, or other course equivalents)	3 years
Foreign Language	None	2 years
Science	2 credits (physical, life, earth sciences)	2 years (1 year of lab science)*
Fine, Visual, or Performing Arts	1 credit	1 year of art (or 1 year of core course elective)
Electives	5.5 credits	1 year of elective (or 1 year of fine, visual, or performing arts)

\* In 2010, 2 years of lab science will be required. One lab class must be algebra-based.

## A Comparison of “Education Reform” Related Minimum State Requirements for High School Graduation and Freshman Admission to College

	<b>Minimum High School Graduation Requirements</b> (effective for freshmen entering h.s. in fall 2004)	<b>Minimum Public Four-Year College Admission Requirements</b>
Passage of 10 <sup>th</sup> Grade WASL	Passage of all WASL tests required to earn COM.	Colleges intend to use WASL scores to identify promising students and to consider WASL scores among the criteria in some merit scholarships.
Certificate of Mastery (COM)	Required (affects freshmen entering in 2004 who graduate in 2008)	COM is not required for admission.
Culminating Project	School districts determine whether to classify the project as a course and award credit.	N/A
13 <sup>th</sup> year Plan	Required	N/A



# III. State College Admission Standards and High School Graduation Requirements

## **Aligning State College/High School Standards** (Courses and Standardized Tests)

### **Pros**

- Graduating high school seniors would be better prepared for college or the workplace. Sixty percent of job openings in Washington require at least some postsecondary education (2000-2008).\*
- Recent high school graduates who enroll in college would be less likely to need remedial coursework.

\*Source: *High Skills, High Wages: Washington's Strategic Plan For Workforce Development*, Workforce Training and Education Coordinating Board, 2002.

### III. State College Admission Standards and High School Graduation Requirements

#### **Aligning State College/High School Standards (Courses and Standardized Tests)**

##### **Cons**

- College is not for everybody. Graduating from high school should not necessarily mean a student is ready for college.
- Not all high school students are developmentally ready for college preparatory classes (whether the classes are vocationally equivalent or not).

# Your Feedback

**We value your ideas.** Please send your completed questionnaire to us by March 26, 2004.

Robin R. Rettew

Higher Education Coordinating Board

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W A S H I N G T O N  
**H I G H E R**  
**EDUCATION**  
C O O R D I N A T I N G   B O A R D

**February 2004**

## **Proposed Rules Change State Need Grant Program**

### **Background**

The State Need Grant (SNG) program is charged with “...assisting financially needy or disadvantaged students domiciled in Washington to obtain the opportunity of attending an accredited institution of higher education...” (RCW 28B.10.800). In 2002, Board staff convened a State Need Grant policy work group, composed of financial aid professionals from Washington’s public and independent colleges and universities and representatives from key higher education organizations. The work group met five times in 2002 and 2003 to discuss issues related to the SNG program and recommend program improvements.

Board staff presented the work group’s recommendations to the Board’s Financial Aid Committee on January 12, and briefed the full Board at the January 15 meeting. On January 15, the Board accepted the work group’s recommendation to allow the SNG to exceed the value of tuition by up to \$50, and directed Board staff to pursue a rules change for the program for the 2003-04 and 2004-05 academic years.

Current program rules cap the SNG at the actual cost of tuition and required fees. The proposed rules change would affect community and technical college students, who pay slightly lower tuition when enrolled for 12 to 14 credits. It would allow these students to receive grants based on tuition and fees for 15 credits of enrollment. SNG recipients in this situation could receive up to \$14 in excess of their tuition and fees in 2003-04.

In directing staff to make the rules change, the Board also called for a review of the change in two years to determine if it should be continued.

### **Proposed Rules**

The proposed rules change would allow the Washington State Need Grant award to exceed the required tuition and fees a student pays by up to \$50 annually.

The proposed rules change, as filed with the Washington State Code Reviser, is attached for the Board's review. The language of WAC 250-20-041 (3) (b) has been changed to read as follows:

- (b) **Except for the 2003-04 and 2004-05 academic years, t**~~The base grant award shall not exceed the actual tuition and fees charged to the eligible student. During the 2003-04 and 2004-05 years the grant award may exceed the tuition charged to the eligible student by fifty dollars.~~

### **Next Steps**

Following the January 15 meeting, Board staff filed the proposed rules with the Code Reviser's Office. The Board will hold a public hearing on the proposed rules change on February 24, 2004, from 9:00 a.m. to 12:00 noon at the HECB offices in Olympia. Taking into consideration any written or verbal comments received by that date, the Board will be asked to adopt the rules in their final form at the March 25, 2004 meeting. The new rules would take effect 31 days later.



# PROPOSED RULE MAKING (RCW 34.05.320)

CR-102 (7/22/01)  
Do NOT use for expedited  
rule making

Agency: **Higher Education Coordinating Board**

- ☒ Proposal Statement of Inquiry was filed as WSR 03-15-097; or  
☐ Expedited Rule Making -- Proposed notice was filed as WSR \_\_\_\_\_; or  
☐ Proposal is exempt under RCW 34.05.310(4).

- ☒ Original Notice  
☐ Supplemental Notice  
to WSR \_\_\_\_\_  
☐ Continuance of WSR \_\_\_\_\_

(a) Title of rule: (Describe Subject)

## Exception to State Need Grant Award Amount Limitation

Purpose: The proposed rule provides a limited two-year exception to the existing rule prohibiting the award from exceeding the value of public sector tuition and fees.

Other identifying information:

(b) Statutory authority for adoption: RCW 28B.80 and RCW 28B.10.822

Statute being implemented: N/A

(b) Summary:

In the 2003-04 and 2004-05 academic years the proposed rule permits the State Need Grant award to exceed public sector tuition by up to \$50.

Reasons supporting proposal:

The Higher Education Coordinating Board is working with a sector representative group of student aid administrators to determine whether a longer term or broader modification to the existing rule is necessary.

(d) Name of Agency Personnel Responsible for:

Office Location

Telephone

1) Drafting..... John Klacik

917 Lakeridge Way, Olympia, WA 98504

360-753-7851

2. Implementation.... John Klacik

917 Lakeridge Way, Olympia, WA 98504

360-753-7851

3. Enforcement..... John Klacik

917 Lakeridge Way, Olympia, WA 98504

360-753-7851

(e) Name of proponent (person or organization):

Higher Education Coordinating Board

☐ Private

☒ Public

☐ Governmental

(f) Agency comments or recommendations, if any, as to statutory language, implementation, enforcement and fiscal matters:

None

(g) Is rule necessary because of:

Federal Law?

☐ Yes

☒ No

If yes, ATTACH COPY OF TEXT

Federal Court Decision?

☐ Yes

☒ No

Citation:

State Court Decision?

☐ Yes

☒ No

(h) HEARING LOCATION:

Higher Education Coordinating Board  
3<sup>rd</sup> Floor Conference Room  
917 Lakeridge Way  
Olympia, WA 98504

Submit written comments to:

John Klacik  
Associate Director  
Higher Education Coordinating Board  
P.O. Box 43430  
Olympia, WA 98504-3430

FAX (360) 704-6251 Email: [johnk@hecb.wa.gov](mailto:johnk@hecb.wa.gov)

By (date) February 27, 2004

DATE OF INTENDED ADOPTION: March 25, 2004

CODE REVISER USE ONLY

CODE REVISER'S OFFICE  
STATE OF WASHINGTON  
FILED

JAN 21 2004

TIME

8:49

WSR

04-03-108

AM  
PM

Date: February 24, 2004 Time: 9am to 12 pm

Assistance for persons with disabilities: Contact  
Belma Villa by February 23 2004

NAME (TYPE OR PRINT)

John Klacik

SIG RE

TITLE

DATE

Associate Director

January 20, 2004

(COMPLETE REVERSE SIDE)

AMENDATORY SECTION (Amending WSR 99-16-015, filed 7/23/99, effective 8/23/99)

**WAC 250-20-041 Award procedure.** (1) The institution will offer grants to eligible students from funds reserved by the board. It is the institution's responsibility to ensure that the reserve is not over expended within each academic year.

(2) The state need grant award for an individual student shall be the base grant, appropriate for the sector attended and a dependent care allowance, if applicable, adjusted for the student's family income and rate of enrollment. Each eligible student receiving a grant must receive the maximum grant award for which he or she is eligible, unless such award should exceed the student's overall need or the institution's approved gift equity packaging policy.

(3) The grant amount for students shall be established as follows:

(a) The award shall be based on the representative average tuition, service, and activity fees charged within each public sector of higher education. The average is to be determined annually by the higher education coordinating board.

(b) Except for the 2003-04 and 2004-05 academic years, the base grant award shall not exceed the actual tuition and fees charged to the eligible student. During the 2003-04 and 2004-05 years the grant award may exceed the tuition charged to the eligible student by fifty dollars.

(c) The base grant award for students attending independent four-year institutions shall be equal to that authorized for students attending the public four-year research institutions. The base grant for students attending private vocational institutions shall be equal to that authorized for students attending the public community and technical colleges.

(4) The total state need grant award shall be reduced for students with family incomes greater than fifty percent of the state's median and for less than full-time enrollment.

(a) Students whose incomes are equal to fifty-one percent to seventy-five percent of the state's median family income shall receive seventy-five percent of the maximum award. Students whose incomes are equal to seventy-six percent to one hundred percent of the state's median family income shall receive fifty percent of the maximum award. Students whose incomes are equal to one hundred one percent to one hundred twenty-five percent of the state's median family income shall receive twenty-five percent of the maximum award.

(b) Eligible students shall receive a prorated portion of their state need grant for any academic period in which they are enrolled at least half-time, as long as funds are available.

Students enrolled at a three-quarter time rate, at the time of disbursement, will receive seventy-five percent of their grant. Students enrolled half-time at the time of disbursement will receive fifty percent of their grant.

(5) Depending on the availability of funds, students may receive the need grant for summer session attendance.

(6) The institution will be expected, insofar as possible, to match the state need grant with other funds sufficient to meet the student's need. Matching moneys may consist of student financial aid funds and/or student self-help.

(7) All financial resources available to a state need grant recipient, when combined, may not exceed the amount computed as necessary for the student to attend a postsecondary institution. The student will not be considered overawarded if he or she receives additional funds after the institution awards aid, and the total resources exceed his or her financial need by \$200 or less by the end of the academic year.

(8) The institution shall ensure that the recipient's need grant award, in combination with grant aid from all sources, not exceed seventy-five percent of the student's cost-of-attendance. In counting self-help sources of aid, the aid administrator shall include all loans, employment, work-study, scholarships, grants not based on need, family contribution, and unmet need.

(9) The institution will notify the student of receipt of the state need grant.

(10) Any student who has received at least one disbursement and chooses to transfer to another participating institution within the same academic year may apply to the board for funds to continue receipt of the grant at the receiving institution.